DOCUMENT RESUME

ED 194 508 SP 016 994

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TITLE Coordination of Training and Staff Development Activities for Educational Personnel.
INSTITUTION New Jersey State Dept. of Education, Trenton.
PUB DATE Apr 80
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Inservice Teacher Education; *Institutional Cooperation; *Preservice Teacher Education; Professional Development; Program Development; *Program Proposals; School Districts; Schools of Education; Staff Development; State Boards of Education; *Statewide Planning; Teacher Improvement

ABSTRACT

The New Jersey plan for staff development seeks to increase competencies, skills, and abilities of educational personnel through preservice and inservice education. The New Jersey Department of Education staff participates in coordinating local education agencies and institutions of higher education. This proposal projects eight major premises upon which the plan will be based: (1) The education of teachers should be viewed as a continuum, beginning with preservice and extending throughout the career of a practicing teacher. (2) Commitment to carry out an inservice plan must come from the highest levels of educational organizations. (3) The location of inservice training should be the school itself or as close to the school as possible. (4) Participants in inservice programs should have a meaningful role in planning, development, implementation, and evaluation functions. (5) Funds and resources should be identified clearly. (6) Provisions must be made to sustain, and assist in, the implementation of staff development activities. (7) Techniques and methods used for staff development activities should be congruent with fundamental principles and theories of effective teaching and learning. (8) An incentive system must be included in the planning. (JD)

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COORDINATION OF TRAINING AND STAFF DEVELOPMENT ACTIVITIES FOR EDUCATIONAL PERSONNEL

NEW JERSEY PLAN - PL 95-561

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April 1980

ED194508

SP 016 994

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Submission Requirements Under P.L. 95-561

The New Jersey Plan - "Coordination of Training and Staff Development Activities for Educational Personnel" fulfilled the requirements under P.L. 95-561 for public review and Governor's Comment.

Public Notice and Opportunity for Comment

The preliminary plan was available to the public 60 days before its formal submission. Special copies were sent directly to county offices, Advisory Committee Members and other related agencies. Newspaper announcements were used to notify other interested parties of how to obtain copies. Notice was given in advance to allow interested parties an opportunity to comment.

The preliminary plan was also available to the Governor 45 days before formal submission for his review and comment.

MISSION

The New Jersey plan for staff development seeks to increase competencies, skills and abilities of educational personnel through preservice and inservice education in order to meet the identified educational needs of students in the state.

INTRODUCTION

The New Jersey Department of Education strongly endorses the concept of professional competence through a coordinated continuum of preservice and inservice educational experiences. The growing demand for new knowledge, the documented needs of districts, schools and students, and the rising expectations for education require that opportunities to develop, maintain and improve professional skills be made available to educators. The Department also supports the coordination of planning and the definition of quality standards for programs to be offered.

Major reform has been under way in the New Jersey system of public schools since the Supreme Court decision in 1973 (Robinson v. Cahill) and the resulting Public School Education Act of 1975 known as the "thorough and efficient" education act (T&E). T&E has set forth a system for the management and operation of the public elementary and secondary schools of New Jersey. This act establishes a design for the full scope of public school district coordination, from finance and facilities to curriculum and policy formulation.

References to the maintenance of professional excellence at all levels are contained within the T&E law and administrative code provisions. This proposal addresses requirements under Federal statutes of P.L. 95-561, but extends beyond the coordination of funds to include initiatives of the Commissioner of Education for leadership, administrative functions and support services, as they relate to training and staff development for educational personnel statewide.

This plan focuses specifically on the coordination role of the New Jersey Department of Education. It identifies many of the present programs and interested parties to be engaged in this cooperative enterprise. It outlines the work to be done in the early stages of coordination. The plan will lead to many of the features of a comprehensive staff development system currently on the drawing boards. These elements are integrally related to new and emerging state-wide programs for the classification of schools and the legislature's Commission to Study Teacher Preparation Programs at New Jersey colleges. These, however, will have important influences on the training of educational personnel, as they are presented, clarified and implemented. The plan which follows is an important, but small, part of an elaborate and comprehensive system of school reform. It is a part of a total state planning effort for the improvement of staff development in the public schools. It focuses on requirements set forth in P.L. 95-561 and "will be developed with the involvement of teachers, professional associations, institutions of higher education and other interested individuals..." (Title VB, sec. 522 (2)).

Participation

Over a period of two years, the New Jersey Department of Education has sought active participation from Department staff, LEAs, Department of Higher Education, large providers of staff development programs and activities and major educational associations in the state.

Funding assistance from the National Council of States on Inservice Education supported a series of conferences on staff development.

These conferences were aimed at soliciting concerns, priorities and resource information as a basis for the development of a coordinated state plan for preservice and inservice training.

In January 1979 a statewide invitational conference brought together representatives from school districts, institutions of higher education, the Departments of Education and Higher Education and the major educational associations in the State. From this conference came preliminary consensus about major staff development issues; caveats regarding roles, process and performance; and a commitment by the Department to maintain on-going linkages and communication between outside groups during the development of the comprehensive plan.

As follow-up to this first conference, four regional conferences were held in the spring of 1980. The regional conferences were designed: 1) to increase awareness at the local level of the State's commitment to cooperative planning and of its concern for inservice and preservice training[1]; and 2) to seek information from the field about related problems and needs in the area of staff development. These conferences were sponsored jointly by the Department of Education, regional Educational Improvement Centers and the New Jersey Association for Supervision and Curriculum Development. Participation at each conference consisted of teams from approximately thirty school districts. Each team consisted of a teacher, an administrator and a third party such as a school board member, parent or supervisor. Special invitations were also extended to representatives of higher education, teacher centers, teacher corps, professional associations and Department of Education staff.

In addition to the above mentioned activities, the Department has facilitated the formation of two groups of educators who are concerned with pre/inservice education to assist in the development of the plan. One group consists of representation from within the Department of Education and the other brings together educators who represent groups external to the Department. (See Organizational Plan for more detailed description.) Appendix C outlines particular activities and related participation of these groups.

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[1]The keynote address at the conferences was given by the Commissioner of Education or a designated representative. Coordination of training activities was declared as a priority.

BASIC ASSUMPTIONS

Underlying the policy decisions and projected plans contained in this proposal are eight major premises which are based on the educational literature in the field and the assessment of needs in New Jersey. These assumptions have been accepted by the New Jersey Department of Education as the philosophical basis for the New Jersey Plan.[2]

1. The education of professionals should be viewed as a continuum, beginning with preservice entry level experiences and extending throughout the career of a practicing educator.

2. The commitment to carry out an inservice plan must come from the highest levels of the organizations involved in the implementation of the plan.

3. Since inservice activities focus upon instructional needs of a school and professional development of school staff, the location of training should be the school itself or as close to the school as possible.

4. People who are to be affected by staff development activities should have a meaningful role in the related planning, development, implementation and evaluation functions.

5. Planning of inservice programs should accommodate resource requirements as well as programmatic factors. Necessary funds and resources, human as well as material, should be identified and worked into the objectives and the timetables very carefully.

6. Provisions must be made to sustain, and assist in, the implementation of staff development activities. On-going, continuous technical assistance, availability of materials, post "training" interaction and feedback are necessary, when changes in behaviors, activities or procedures are intended outcomes of a staff development program.

7. Techniques and methods used for conducting staff development activities should be congruent with fundamental principles and theory of effective teaching and learning, particularly as they apply to adult learning.

8. Although it is reasonable to assume that professional people will invest of their own resources of time and money in professional growth, an incentive system must be included in the planning to further motivate educational personnel and to support training activities which address district or school changes, needs and priorities.

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2 These assumptions have been articulated by the Commissioner of Education and his representatives at the inservice conferences during 1979-80, as well as, at the broad-based Steering Committee Conference of the New Jersey Comprehensive System for Personnel Development, May 1980.

ORGANIZATIONAL STRUCTURE

The governmental structure in New Jersey provides for two education departments: the Department of Education, headed by Commissioner Fred G. Burke, which has jurisdiction over the public elementary and secondary schools; the Department of Higher Education, headed by Chancellor T. Edward Hollander, which directs the post-secondary school instituions of New Jersey. The latter, therefore, oversees the programs which provide most of the pre-service training received by education professionals in the state, although approval of teacher education programs is a function of the Department of Education.

PROPOSED PLAN

Subsequent to implementation of the state plan under P.L. 95-561, the mechanism for the coordination of funds and resources for staff development activities will include:

1) The coordinating unit - The Office of the Commissioner
2) Two new elements (an internal and/an external advisory group) formed and coordinated by The Office of the Commissioner:
   a) Council of Educational Programs (internal group)
   b) Advisory Committee (external group)
3) Ad hoc task forces.

The Organizational Plan - The roles and responsibilities of the three units listed above are described in this section.

1) The Office of the Commissioner is the coordinating unit of the New Jersey Department of Education for implementation of the state plan. This unit will have the responsibility for decisions related to the coordination of training and staff development activities, as well as, the decisions related to funds and resources in the state.

   The specicfic responsibilities of the coordinating unit include the development and coordination of systems to:

   -- assess the training needs of educational personnel in the state

   -- monitor professional improvement plans (PIP) of teaching staff members and district inservice plans through the county offices

   -- evaluate the effectiveness of existing programs and products related to staff development

   -- collect and disseminate current information related to staff development resources, programs, providers and products

   -- link identified pre/inservice needs of educational personnel to available funds and resources

-- encourage broad participation and cooperative planning in the state through the development of the mentioned advisory groups

-- incorporate recommendations from these advisory groups

-- update the comprehensive pre/inservice state plan

The Council of Educational Programs is designated to ensure communication between the coordinating unit, (the Office of the Commissioner) all programs and activities related to staff development within: The Department of Education, The Department of Higher Education and The Board of Examiners.

The Council will serve as the "internal" resource and review committee. (See attachment for programs to be represented.)

Specifically the Council will:

-- serve as liaison between programs and coordinating unit

-- serve as resource to the coordinating unit concerning the following:

1) needs assessment related to specific populations available

2) available funds and resources related to staff development activities

3) specific federal requirements and priorities related to identified resources

4) current staff development activities

Advisory Committee will participate in planning activities. The purpose of this group is to assure that public and private institutions of higher education, state agencies and organizations have the opportunity to participate in the development, review and annual updating of the Comprehensive State Plan for Pre/Inservice Education as required by federal statutes. The group will be composed of representatives from both providers and recipients related to staff development. The Advisory Committee would serve as the "External" review committee. (See Appendix C for activities to date.)[3]

Specifically the group would:

-- make recommendations to the Department regarding statewide, pre/inservice personnel development activities and priorites.

-- review and provide recommendations to the State Department of Education regarding its State Pre/Inservice Plan.

-- develop and maintain a system of on-going communication with its members and the Department. (See section on participation for activities to date.)

The suggested membership would include representatives of:

-- New Jersey School Administrators Association
-- New Jerey Education Association
-- New Jersey Federation of Teachers
-- New Jersey School Boards Association
-- New Jersey Association of Colleges of Teacher Education
-- Council of Deans, New Jersey Colleges of Education
-- Parent Interagency Group
-- Professional Associations for specific disciplines
-- New Jersey Association for Supervision and Curriculum Development
-- New Jersey Association of Secondary School Administrators and Supervisors
-- New Jersey Association of Elementary School Administrators
-- Basic Skills Advisory Council
-- Title IV Advisory Council
-- State Law Enforcement Planning Agency
-- Department of Health
-- Department of Human Services
-- State Advisory Council for Vocational Education
-- New Jersey Library Association
-- Teacher Centers (both federally and non-federally funded)
-- Teacher Corps
-- Educational Improvement Centers
-- Association of paraprofessionals
-- Association of County Colleges
-- Classroom teachers[4]

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[3] See Appendix C

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[4] Teachers will be selected from "Teacher of The Year" delegates and recommendations from professional educational associations.

Ad Hoc Task Forces will be created to examine specific issues on personnel preparation and gain field-based input. The Commissioner of Education would request participation from other Departments of State government, from professional organizations and from the private sector as required. Examples of participants include:

-- Department of Transportation
-- Department of Health
-- Department of Human Services
-- State Advisory Council for Vocational Education
-- Department of Corrections

CONTINUING OBJECTIVES

Functions - New Jersey Department of Education. Four major departmental functions will provide for the comprehensive implementation of statewide efforts related to staff development: coordination, leadership, administrative services, and support services.

Coordination - Federal mandate, as well as common sense, holds that coordination will maximize impact and reduce waste and confusion. Elements to be engaged are the following: (a) federal, state and local education agencies, (b) categorical programs, (c) professional organizations, (d) non-educational governmental agencies, (e) parent and lay representatives, and (f) large private providers. Coordination applies to such activities as needs assessment, determination of priorities of need, resource allocation, dissemination of information, cooperation among schools and other agencies and on-going evaluation efforts.

Leadership - Efforts to bring about advancement in the area of staff development for educational personnel will require leadership. The State Department of Education will assume the responsibility for initiating needed change and will provide needed leadership . The Office of the Commissioner will call on various divisions which will provide staff support in this regard. The following is a delineation of New Jersey Department of Education leadership initiatives which will be incorporated into the implementation of the State Plan: (a) policy development, (b) preparation of statutory and administrative code proposals, (c) guidelines, (d) materials development, (e) curriculum development, (f) research.

Administrative Services - The State Department of Education performs a number of administrative functions related to staff development through the different divisions of the Department. Departmental commitment to effective coordination, supported by the requirements in P.L. 95-561, will unify what is presently an array of disparate operations. Activities of an administrative nature are: (a) regulatory functions, (b) monitoring, (c) management of funded programs, (d) evaluation, (e) adjudication of appeals and provisions of due process, and (f) technical assistance.

Support Services - Staff development programs are central to improvement plans in all categories of school operations. Traditionally, schools have gone to a variety of resources for assistance in this area; individual staff members also have used a variety of institutions and organizations in pursuit of their own career development and skill improvement. The State educational agency has always been prominent among the resources available to districts, schools and individual educators, and in some instances may be the primary provider of support to LEAs. In New Jersey, examples of the State support options include central staff of the Department of Education, county office staff, EICs, Title IV-C, and NDN resources. Support services to local educators are viewed as the following types of activities: (a) direct professional development programs such as workshops and seminars, (b) technical assistance, (c) grants and incentive programs, and (d) dissemination.

OUTCOME OBJECTIVES - STATE PLAN

The plan herein presented focuses upon the Department objective of coordination of preservice and inservice activities statewide. This plan is one part of the total State effort related to staff development and will serve to fulfill requirements of P.L. 95-561.

Outcome Objective No. 1

To link identified district needs through T&E and other needs assessment efforts with available resources in pre/inservice training.

Process Objective

	Jan. 1980	July 1980	Jan. 1981	July 1981
1. Compile identified staff needs based on County Office reviews of inservice activity through T&E process.		X		
2. Provide information to agencies concerning resources.			X	
3. Provide technical assistance to Policy Councils and State Board of Education on pre/inservice training needs.		X		X
4. Improve integration of monitoring and needs assessment systems.		X	X	X
5. Compile survey of needs of educational personnel done through professional associations and unions.		X	X	

Outcome Objective No. 2

To coordinate resources for pre/inservice training activities within the State Department of Education.

Process Objective

	Jan. 1980	July 1980	Jan. 1981	July 1981
1. Identify by program, funds used to support pre/inservice training in each program and to maintain federal and state legislation, State Board priorities related to staff development.	X	X	X X	X
2. Analyze federal and state legislation, State Board priorities for pre-inservice implications.		X		X
3. Develop internal inservice activities at professional level.		X		
4. Develop and provide information relating to resources of institutions of higher education and the Department of Higher Education for preservice/inservice training.	X	X X		
5. Select members and organize Council of Educational Programs.	X	X		
6. Establish the Advisory Committee representing a broad-base of input to the coordinating activities.	X			
7. Hold a series of regional conferences at EICs to involve providers and consumers of pre/inservice training in the identification of issues.	X	X X		

Outcome Objective No. 3

To coordinate and influence pre/inservice resources offered outside the Department of Education.

Process Objective

	Jan. 1980	July 1980	Jan. 1981	July 1981
1. Provide Department of Higher Education (DHE)with data on local needs for staff pre/inservice and work with DHE and institutions of higher education in providing information concerning pre/ inservice training.			X X	X
2. Provide information to, and seek information from, committees and task forces regarding pre/inservice models, training, etc.	X	X	X X	X X
3. Clarify the types of inservice activities provided statewide.		X		
4. Involve Teacher Corps and Teacher Center Programs in state, regional and local pre/inservice training.		X	X	X
5. Develop and disseminate criteria and guidelines for effective inservice programs.			X	X

Outcome Objective No. 4

To develop a clearinghouse, identify resources, and disseminate information on current practices in pre/inservice training.

Process Objective

	Jan. 1980	July 1980	Jan. 1981	July 1981
1. Develop a dissemination network system that will provide information on resources, materials and evaluation of staff development programs and offerings.			X	
2. Develop brochures describing programs available at three levels: regional, district, and local.				X
3. Enlist institutions of higher education in providing information concerning the strengths of available college programs.			X	

Outcome Objective No. 5

To develop an evaluation process for determining the effectiveness of pre/inservice training programs and the Comprehensive Plan for Pre/Inservice Training.

Process Objective

	Jan. 1980	July 1980	Jan. 1981	July 1981
1. Prepare evaluation design for Comprehensive Plan for Pre/Inservice Training. (Process and product outcomes).		X		
2. Implement evaluation design.		X	X X	
3. Prepare summary report on evaluation findings and use data.				X

POSTSCRIPT

The contents of the plan herein described should be viewed as a detailed description of one component of New Jersey's Plan for Staff Development. The full plan will materialize as the elements of the coordination plan begin to provide data on training needs of districts, of teachers, of regions, and of specific populations of pupils.

The needs, the priorities and the resources, once compiled and reviewed, will constitute the planning matrix from which more informed decision-making will be generated.

The schemata shown below graphically represents the relationship between the plan to address P.L. 95-561 and an overall State effort to address educational personnel development.

The Comprehensive Plan
for Pre/Inservice
Training
PL 95-561

The New Jersey Plan
for Staff Development

APPENDICES

APPENDIX A

DEFINITIONS

Definitions

Preservice Education - The professional coursework and/or training experiences received by a teaching staff member prior to certification and employment. The lines of demarcation are not always distinct since preservice education would also apply to activities in which a practicing professional may engage while preparing for a new level of certification, such as a supervisor's certificate.

Inservice Education - The supplementary training of teachers, administrators and ancillary educational personnel by participation in planned activities (either individually or in groups) in order to maintain, improve or expand knowledge and skills necessary for continued proficiency in one's occupation or training.

Educational Improvement Centers - (EICs) Four regional intermediate service units located in the northeast, northwest, south and central portions of the state. The Boards of Directors represent teaching staff, parents, representatives of nonprofit, nonpublic schools, higher education, local boards of education, county superintendents, student representatives and designees of the Commissioner of Education. From Chapter 58, Laws of 1978, EICs "on request shall provide support and assistance to local school districts and to members of the teaching and administrative staff through the delivery of materials, techniques and expertise necessary to improve school programs and services".

County Offices of Education - Twenty-one such offices, field offices of the State Department of Education, which supervise the implementation of school laws and regulations in the local education agencies. They also monitor LEA's as such requirements are carried out, and they play a primary role in the evaluation and classification of schools and districts.

Teacher Centers - Amidst rich variation in program setting, style and structure, a network of federally (established by P.L. 94-482, Title V) and non-federally funded Teacher Centers exists in New Jersey. These centers provide elementary and secondary school teachers with opportunities for training and curriculum development and strive to:

- respond to teachers' own definitions of their continuing learning needs with assistance and instruction;
- provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other;
- advise and assist teachers in their schools, working in the spirit of finding the teacher's own starting points for improvement.

APPENDIX B

CURRENT STATUS

The New Jersey Public School Education Act of 1975 (P.L. 1975, c212) known as T&E has set forth a system for the management and operation of the public elementary and secondary schools of New Jersey for the purpose of school improvement. T&E is a design for the full scope of public school coordination, from finance and facilities to curriculum and policy formulation.

T&E requires local education agencies to conduct systematic planning which includes needs assessment, priority setting, goal setting, program identification and evaluation. Programs for professional improvement are required and must be included in the school district's annual report to the State Commissioner of Education.

New Jersey Administrative Code (NJAC 6:8-4.4)

Staff inservice improvement programs developed in consultation with the chief school administrator and teaching staff members are required by each school district, to meet priorities identified by the district or school.

New Jersey Administrative Code (NJAC 6:3-1.21)

School law also requires the evaluation of non-tenured teachers. Administrative code requires the evaluation of tenured teaching staff members. The latter contains a provision for the preparation of an individual professional improvement plan.

New Jersey Statutes Annotated (NJSA 18A:6-95)

Education Improvement Centers have been established by state law to meet the needs of local districts through the delivery of materials, techniques and expertise to improve school programs and services.

P.L. 1978, Chapter 25 created the Commission to Study Teacher Preparation Programs at New Jersey colleges. The Commission is preparing a report which addresses the quality of teacher preparation programs, licensure and the evaluation of programs within the state. Preservice, and inservice components of the Comprehensive Plan for Staff Development and Training will be affected by the recommendations of the Commission.

State Board Action

In March, 1980, the State Board promulgated two new sets of regulations which will influence the scope and the intensity of educational staff training:

(1) All public elementary and secondary schools within the state will be classified annually. Schools will be reviewed in three main areas: compliance with laws and regulations, quality and progress of their required educational plan, and achievement in the basic skills of communications and computation. Inservice training will be a major factor among the responsive activities schools will be required to implement.

(2) New state high school graduation requirements will impose great demands upon secondary school educators regarding remedial instruction in basic skills. Also, pupil competencies will need to be clarified in all the subject areas as part of local pupil promotion programs. Many teachers and supervisors will need new skills in order to function effectively under these new requirements.

The National Teacher Center Program (Title V, P.L. 94-482)

Two Teacher Centers are currently funded in the State. The Southern Regional Teacher Center, located in Glassboro, New Jersey, services the southern portion of the State, while the Newark Teacher Center, in the Northeast portion of the State, services the large urban area of Newark. The State reviews Teacher Center applications in the context of State priorities as well as compliance with federal mandates to facilitate coordination of Teacher Center activities within the total educational picture of the State.

New Jersey Department of Education

The Deputy Assistant Commissioner, Branch of Curriculum, has been actively involved in the activities of the Comprehensive System for Personnel Development (CSPD) coordinated by the Branch of Special Education and Pupil Personnel Services and mandated under P.L. 94-142 and is working closely with SDE personnel responsible for developing the State Plan under this same law.

The Division of Field Services, Bureau of Teacher Education and Academic Credentials, oversee the review and approval of preservice educational programs leading to certification offered by the New Jersey State Colleges.

APPENDIX C

Summary of Activities Resulting in Input in The New Jersey State Plan

Activity	Purpose	Participants*	Products	Date
1. Invitational Inservice Conference	Identify issues and concerns related to pre/inservice	Representatives invited from 1-12	Initial Identification of inservice share-holders concerns to be addressed in State Plan	1/79
2. Survey of funds - DE DHE	Identify providers, programs, target populations, resources available	1, 7, 8	Preliminary list of programs with possible funds	4/79, 2/80
3. Council of Educational Programs Meetings	Develop preliminary group organization & guide development of the plan	1,8	Draft of State Plan	9/79
4. Regional Inservice conferences	Develop preliminary organization of		Input into State Plan Regional Conferences	Spring 1980
(a) Planning Committee	external advisory group and guide	1,2,4,5,6,8,12	Initial contacts for external advisory group	Spring 1980
(b) Conferences	conference development	1-12		
5. Participate in & report to CSPD Advisory Committee mandated under handicapped legislation.	Input into State Plan	1-3, 5-12	Potential membership for external advisory group	11/79
6. Presentation and survey of Executive Academy**	Input into State Plan	10	Input into State Plan	2/80

* See attached list for participant code
**Program to provide professional training opportunities for school superintendents

*Participant Code

1. New Jersey Department of Education staff
2. Educational Improvement Centers
3. Teachers
4. Teacher Centers - federally funded
5. Professional education associations
6. Teacher Corps
7. Institutions of Higher Education
8. New Jersey Department of Higher Education
9. New Jersey Educational Association
10. Administrators
11. Private Major Staff development providers
12. Parents

APPENDIX D
IDENTIFICATION OF PROGRAMS

Central to the coordination of pre/inservice activities is the identification of federal and state programs which may provide preservice and inservice training in the state.

A preliminary list of identified programs (Appendix E) has been compiled through the following activities:

A) Review of existing publications:

1) A-95 Clearinghouse list of programs from Office of Community Affairs, ANALYSIS OF U.S. OFFICE OF EDUCATION DISCRETIONARY PROGRAMS HAVING A PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PERSONNEL COMPONENT THE 1980 REPORT ON EDUCATIONAL PERSONNEL DEVELOPMENT

2) Directory of Federal Programs, a document published annually by the State Department's Office of Federal/ State Relations which identifies federal programs currently administered by the Department and which includes a brief program abstract (Appendix E).

3) Research and Development Data File developed by the Division of Operations, Research and Evaluation. This data file serves to centralize information on projects funded to LEAs through the Department-administered state and federal discretionary funding programs from FY 1979 forward. When complete for all programs, the file will permit the Department to profile systematically all R&D activity funded through the Department including inservice training projects and activities within projects.

B) Survey of federal and state programs administered by the Department to clarify program mandates, identify related state priorities addressed by these programs and begin to identify resources available for pre/in-service activities. This survey of programs has been conducted for two years (79-80).

C) Identification of federal and state resources used by the institutions of higher education within the state. The Department of Higher Education, at the request of the Department of Education, initiated a survey of state colleges and universities to determine current preservice programs and operating budgets.

APPENDIX E

PRELIMINARY LIST OF FEDERAL/STATE PROGRAMS

This list represents identified programs which may support preservice/ inservice activities. Specific activities vary according to federal and state funding source mandates and priorities.

Inservice:

Program Title

1. Teacher Corps
   Title VI, P.L. 94-142
2. Teacher Centers
   Title V, P.L. 94-482
3. Teacher Centers-SEA Grant
   Title V, P.L. 94-482
4. Vocational Education-Personnel Development Program
   Ed. amend. 1976, Title II, subpart 2
5. Education of the Handicapped Act
   (Part B, D)
6. Bilingual Education Act
   Title VII, ESEA
7. Title I, ESEA, Part A
   (Including: handicapped, neglected/delinquent, migrant)
8. Educational Improvement, Resources
   Title IV, ESEA, Part C
9. N.J. State Facilitator Project (NDN)
   Title III, sec. 303/General Ed. Provisions Act, Sec. 422
10. Civil Rights Technical Assistance and Training (Including: national origin, race, and sex desegregation)
    Civil Rights Act, Title IV
11. Follow Through - State Technical Assistance Grant
    Soc. Sec. Act, Title V, Part B
12. Arts Education - Special Project
    ESEA, Title III
13. Basic Skills
    Title II, P.L. 95-561
14. Gifted/Talented Program
    Gifted Child Education Act, ESEA, Title IX
15. Educational Improvement Centers
16. Nutrition Education and Training Act
    National School Lunch Act/Child Nutrition Act
17. Inservice Education for Teacher Education Personnel-Institutions of Higher Education[1]
18. State Compensatory Education

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[1]The Department of Higher Education, upon request, has initiated a survey of the New Jersey Colleges/Universities to identify State and Federal programs and related resources. Results are still being received and compiled.

19. State Equalization Aid to LEAs[2]
20. Library Services - Grants for Public Libraries
LSCA, Title I

Preservice

Program Title

1. N.J. Colleges and Universities[1]

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[1]The Department of Higher Education, upon request, has initiated a survey of the New Jersey Colleges/Universities to identify State and Federal programs and related resources. Results are still being received and compiled.

[2]40% of LEA budgets are supplied through this state funding source. The portion of these funds used for inservice related activities is not yet identified. Current efforts involve the adaptation of the county monitoring forms to include more specific questions concerning inservice resources and activities.

LIST OF ATTACHMENTS

A. Legislation & Code

1. NJAC 6:3 - 1.21
   6:8 - 4.4

2. P.L. 1978, Chpt. 25

3. P.L. 94-482
   Teacher Center Abstracts

4. Summary of School District P I P
   Description - Inservice Improvement Programs
   Summary of Needs Assessment - June 1 letters

B. Planning to Date

1. Invitational Conference Outline

2. Model of Regional Conference
   (brochure, Commissioner's keynote speech)

3. List of Regional Conference Planning Committee

4. List of Executive Academy

5. CSPD Council Membership List

6. List - Council of Educational Programs

7. List - Advisory Committee

C. Resources

1. DE Survey

2. R&D Data File questionnaire

3. Commissioner's letter to the Chancellor requesting DHE Survey

4. A Directory of Federal Programs, 1979 Edition. New Jersey Department of Education

5. Survey of Executive Academy

D. Public Review

1. Copy of Interact Special Issue April

2. Copy of Public Review Article

3. List of Newspapers - dates announcing availability of copies of plan

4. Transmittal/return letters - Governors Review